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Rural Teacher Training Courses in Montana High Schools



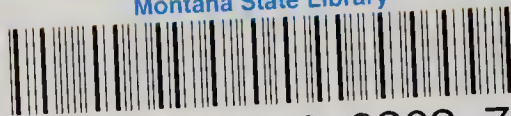
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HELENA, MONTANA

1925



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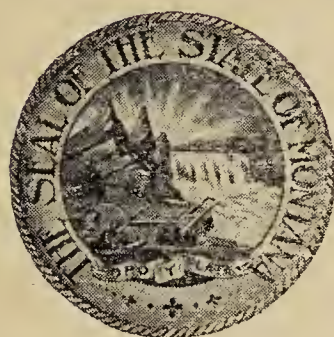


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Rural Teacher Training Courses in Montana High Schools



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STATE LAW ON HIGH SCHOOL NORMAL TRAINING COURSES

Revised Codes of Montana, 1921, Chapter 102. Enacted 1917.

High Schools May Establish Normal Training Courses

1302. Any accredited high school in the state, approved as herein-after provided, may establish normal training courses for rural school teachers, or junior college courses, or both.

State Superintendent to Prescribe Course—Branches to be Taught

1303. The state superintendent of public instruction shall outline the work to be followed in such normal training courses, which shall include during the eleventh and twelfth grades, not less than nine weeks of review in each of the common branches, including reading, arithmetic, grammar, and geography, and not less than one-half year of general agriculture, one year of domestic science for girls, and one year of manual training for boys, and not less than one-half year in pedagogy and practice teaching.

Approval of Instructors by State Superintendent—Special Training Required

1304. All instructors employed in normal training work shall be approved by the state superintendent of public instruction, and such instructors in domestic science, agriculture and manual training shall have had special training in such work.

Normal Training Library

1305. A normal training library of not less than fifty books approved by the state superintendent of public instruction shall be maintained by each high school for use of normal classes.

Rules and Regulations—County Superintendent to Visit and Report Upon Classes

1306. The state superintendent of public instruction shall prescribe all necessary rules and regulations for such normal training work, and the county superintendent of schools shall visit such classes and shall report to the state superintendent upon blanks furnished by the department, and in reporting upon such classes, only those students shall be counted as normal training students who have completed the tenth grade in high school.

Tuition Free, When

1308. In any county where such junior college courses or normal training courses shall be maintained in any high school, all students belonging in the county shall have the right to attend any such high school free of cost to such student.

Use of Common School Funds Must be Authorized by Electors

1309. None of the common school funds shall be used in any county to carry out the purpose of this act, without first submitting such proposed expenditure to a vote of the qualified electors affected thereby.

Teachers' Second Grade Certificates May Be Issued to Graduates

1310. The state superintendent of public instruction may authorize the issuance of teachers' second grade certificates, good for a period not exceeding two years, to pupils graduating from normal training course in high schools.

Appropriation for High School Normal Training Courses

1310a. There is hereby appropriated out of any money in the state treasury, not otherwise appropriated, the sum of twelve thousand dollars for the year ending March 1st, 1918, and there is hereby appropriated the sum of sixteen thousand dollars for the year ending March 1st, 1919, the same to be paid by the state treasurer, under the direction of the state superintendent of public instruction to accredited high schools for establishing normal training courses in such high schools. Such payment to be made to only one high school in each county, the same to be designated by the state superintendent of public instruction. In designating such school, the state superintendent shall select the high school having the largest enrollment and the best equipment in the county.

Conditions Governing Apportionment

1310b. When any accredited high school in the state, with the approval of the state superintendent of public instruction and the chancellor, shall have established normal training courses in such high school, and such course or courses shall have been maintained for a period of six months or more, the state superintendent of public instruction is authorized to apportion to such high school, out of the funds appropriated in this act, one-half of the amount paid in salaries by such high school for such normal training courses; provided, however, that allowances shall only be made for the time actually devoted to instruction in such courses by the teachers engaged therein, and that after the first half year no allowance shall be made to any high school for salary paid to any instructor, unless one-half or more of the time of such instructor shall have been spent in normal training work, as shown by previous reports made to the state superintendent of public instruction by the county superintendent of schools.

Payment to County Treasurers—Conditions

1310c. The state treasurer shall pay to the several county treasurers for the credit of the respective high schools, the sums apportioned to such high schools under this act; provided, however, that no payments shall be made under this act to any high school which does not comply with the provisions of Senate Bill No. 189 of the acts of the fifteenth legislative assembly (1302-1309), relating to normal training courses in high schools.

RURAL TEACHER TRAINING

Need for Rural Teacher Training

Probably public welfare in rural communities offers the most serious problem in American life today. No aspect of this problem is more vital to the establishment of a capable and contented citizenry in the country than the provision of adequately prepared teachers. The teacher occupies a most strategic position in every rural community. The opportunities to assist in improving the conditions of rural living are numerous. In fact, many students of farm life are beginning to recognize that at the very basis of rural progress lies the equipment of the rural teacher. Not only is a good general education a much needed requirement, but a special type of training for understanding rural needs and for securing an insight into rural scientific and economic problems is a necessary part of the successful rural teacher's equipment.

Training of Rural Teachers in United States

Approximately 8,000,000 rural children in the United States are attending one and two-room schools. These schools are taught mostly by young, inexperienced, untrained and transient teachers. It has been

estimated that of the 300,000 rural teachers in the United States fewer than three percent are normal graduates, at least one-third have had no professional training and half of them have not completed a high school education.

Training of Montana's Rural Teachers

In Montana the personnel of the rural teaching force varies so greatly from year to year that it is difficult to present accurate figures regarding the amount of training possessed by them. In 1922 of the 3,268 rural teachers reported, 2,192 or 67.7 percent had had professional training beyond four years of high school, tho that training often consisted of only one summer session at a normal school.

Status of Rural Teacher Training in United States

The public normal schools are not able to supply the demands for rural teachers. Fifty-two of the 172 public normal schools of the United States offer rural courses under special instructors, and sixty-one others offer certain rural courses given by regular members of their teaching staff. But the demand for approximately 90,000 new rural teachers each year can not be supplied by the normal schools at present.

The result has been that state after state has followed the example of New York which established its first high school teacher training in 1834. Twenty-four states in 1923 offered such high school courses. During the school year 1921-1922 approximately 30,000 students were enrolled in such departments and 15,000 students were graduated. State aid for this work varies from \$250 in Maine to \$1900 in Minnesota. The last six states to establish such courses were Kentucky, Michigan, Missouri, Montana, South Dakota and Vermont.

Probably few persons could be found who would maintain that the high school normal training department should be regarded as a permanent institution. It must be agreed, however, that a discontinuance of such training at the present time could only result in a lowering of the standards for certification, since the normal schools can not supply the needs of the country. It must also be agreed that just as soon as it is found possible the work of rural teacher training should be discontinued in the high schools and assumed by the normal colleges.

Rural Teacher Training in Montana

So keenly was the need for well-prepared rural teachers felt in a number of Montana counties previous to 1917 that in that year the legislature made provision for the better training of high school graduates who were often leaving school before graduation to teach in rural schools. The appropriation to cover half the salary of the normal training teacher has been sufficient to stimulate the work in the third and fourth years of a number of Montana's best high schools.

The following table shows the progress of the work since its establishment and the temporary check to its progress during the recent period of financial difficulties. Eighteen schools are offering the work in 1924-1925.

	1917-18	1918-19	1919-20	1920-21	1921-22	1922-23	1923-24
State funds distributed	\$5,168.63	\$7,727.80	\$13,556.85	\$20,400.58	\$21,256.25	\$15,647.46	\$16,302.50
Number high schools	7	12	20	23	21	16	17
Number students	57	147	245	337	430	411	368

It is interesting to note the large percentage of graduates of high school normal training departments in Montana who are now reported as continuing their training in normal schools and other colleges. The professional attitude encouraged in practically all of the normal training departments very naturally leads to the desire for further training. Instead of injuring the normal school these departments have actually stimulated the attendance there.

STUDENTS OF THE TRAINING DEPARTMENT

Admission to the Course

It is essential that the utmost care be exercised in recommending students to take the teacher training course. Only those students should be encouraged who give promise of being a credit to the teaching profession and to the high schools from which they are graduated. Acting upon the request of high school principals and teachers of normal training departments and in conformity to the law establishing the normal training work in high schools, the State Department of Public Instruction established the following minimum of requirements for admission to the course: "No student may be admitted to the normal training department of any high school in the state receiving reimbursement from state funds for this purpose, who has secured during the first year of high school a semester grade below 75 percent in more than one subject and who has not an average of 80 percent in all subjects for that year which must be at least four, and who has secured during the second year of high school work any semester grade below 80 percent in more than one of at least four subjects."

Standards to be Maintained

In addition to meeting the requirements for admission a student is required to maintain definite educational standards in order to merit continued enrollment and to achieve graduation:

Junior Year. "Any student of the normal training department who during the third year of high school, which is the first year of the normal training course, receives a semester grade below 80% in more than one of the subjects pursued that year shall not be entitled to continue the normal training work during the senior year and graduate from the department."

Senior Year. "In case a senior in the normal training department receives a semester grade in any subject below 80%, that person may be liable to forfeit his right to a second grade certificate and to graduate from the course, even tho he may be entitled to receive his high school diploma. In extenuating circumstances due to illness or other valid cause, exceptions to the case in question may be made by the state department of public instruction. In the event the principal of the high school, the normal training teacher and the superintendent of public instruction, after careful consideration of the exceptional circumstances, reach the conclusion that a second grade certificate is merited, it may be granted."

Certification of Graduates

Successful graduation from a normal training course entitles the graduate to a second grade teachers' certificate valid in the rural schools of any county in the state of Montana for a period not exceeding two years.

Credit of Graduates

Successful completion of a normal training course entitles the student to graduation from the high school in which the work was pursued, provided the necessary requirements of the institution have been complied with, including three units in English and one in American history and civics. See the recommended courses for normal training students in this bulletin. Normal training graduates are entitled to the same privileges of entrance to the state institutions of the University of Montana as are other high school graduates. Principals of high schools maintaining a normal training department and the normal training teachers should jointly exercise care in planning the work of the students to ensure their meeting the following standards of admission set up by the State Board of Education: "On and after September 1, 1927, graduates of accredited high schools may be admitted to the University of Montana without examination only when their secondary courses included the following:

3 units of English

1 unit of American History

2 other units (at least) from *each of three* of the following four groups: Mathematics, History and Social Science, Laboratory Science, Foreign Language."

TEACHERS OF TRAINING DEPARTMENTS

Qualifications

As half of the normal training teacher's salary is paid by the state, the law requires that "all instructors employed in Normal Training work shall be approved by the State Superintendent of Public Instruction." While no hard and fast regulations can be made regarding the qualifications of the training teachers, it is highly important that they have the personality, training, and experience necessary to fit them for their work. It is desirable that the training teachers be mature and of good judgment and have executive ability; that they shall have achieved at least graduation from a normal school with considerable advanced professional study in a college or university offering recognized work in the department of education; that they shall have had either training or experience, or both, in the training of teachers; and that they shall have had rural school, grade and high school teaching experience.

Extension Activities

The normal training teacher's interests, activities, and influence must extend beyond those relating merely to classroom instruction in the department. In the capacity of leader in rural education the following activities afford the normal training teacher an opportunity to render valuable service to the rural schools, to the rural teachers and to the rural communities:

1. Following up the teaching work of last year's graduates. This provides an opportunity for the training department to offer help to the graduates after entering the teaching service, and affords the training teacher a means of determining where the work of the department needs strengthening.

2. Supervising the teachers of the rural practice school. Since the rural practice teaching and observation will be done in the schools employing the most efficient rural teachers in the county and since the most efficient teachers are, as a rule, the most eager to accept constructive suggestions, the training teacher will find it particularly advantageous to build up the quality of instruction in these schools as early in the year as possible before the practice teaching period begins. This may be achieved by personal visits to these schools and by sending constructive suggestions, references and materials.

3. Holding a conference period for all rural teachers. The training teacher may assist materially in building up the quality of the teaching in the county by devoting certain hours on Saturday to a conference period at the county superintendent's office or in the normal training department. If such a period is planned, a definite time schedule must be provided when the rural teachers may come for help on their problems of instruction and other professional difficulties that may arise.

4. Assisting the county superintendent by teaching demonstration lessons and giving talks at the teachers' meetings. As a recognized educational leader in the county, the training teacher is in a peculiarly advantageous position to assist the county superintendent in bringing before the teachers the current trend in education and the best current practice in teaching. Every alive up-to-date county superintendent is eager for the helpful co-operation of the training teacher.

5. Assisting in tests and surveys given by the county superintendent. The training teacher may assist the county superintendent in carrying out a testing program in the county as this will indicate the quality of the work being done in the rural schools. It would be well to have the seniors of the training department assist in this work in connection with their study of educational tests and measurements. The training department should at any rate take charge of the testing program in the rural practice schools.

6. Assisting rural teachers in patriotic, social, and professional activities. Occasions present themselves when the training teacher may assist rural teachers in planning, carrying out, and taking part in programs for American Education Week and other activities of a patriotic or social character. The training department glee club or individual members of the department who play musical instruments, sing or recite should be encouraged to take part on such programs.

7. Taking part in rural community activities. Community fairs, parent-teacher associations, and farmers' institutes are further occasions for the training teacher as well as the training students to serve the rural communities.

8. Participating in county activities. Both the training teacher and the students should take an active part in assisting the county superintendent in field meets, round-ups and other activities of this character. They should also assist the county agricultural agent and the county demonstration agent in conducting county-wide boys' and girls' club contests.

Responsibility for Developing a Spirit of Professionalism

There is probably no single factor contributing so effectively to the development of a professional attitude among the students enrolled in the high school training course as the example of the training teacher. Most successful and efficient teachers today can hark back to the influence of some fine professionally-minded teacher in forming ideals of their life work during the impressionable period of their preparation for teaching. The following are means that have been employed to create an interest in the teaching profession, to develop the feeling of solidarity among those enrolled in the department and to acquaint others with the character of work done by the normal training students. Such activities have additional value to that of creating a professional attitude on the part of the student. They prepare the student for leadership, give intimate insight into rural schools and rural conditions, create an enthusiasm for rural school teaching, give valuable social training, furnish pleasurable social activities and motivate regular school work.

1. Normal training club having a professional and social motive and consisting of students enrolled in the department.
2. Alumni association of all graduates of the department with meetings when schools are not in session. Department may give reception.
3. Informal party to high school students in department rooms with exhibit and explanation of work, or department program at high school assembly.
4. Department exhibit of work and program to members of school board, students' parents, other teachers and school patrons of town.
5. Students attend teachers' meetings. This is essential.
6. Department give exhibit of work, program, or special party, to rural teachers attending teachers' meeting.
7. Department give special party to elementary grade and high school teachers.
8. Professional talks by high school faculty members, county superintendent and others at assembly of all students enrolled in the department.
9. Senior student assistantship to rural teachers. Each senior may be assigned as student assistant to a rural teacher in the county, preferably a former graduate of the department. The student should acquaint herself intimately with the enrollment, class work, organization, progress of children and other significant facts relating to the school in question, and should make herself responsible for supplying samples of worth while seat work, reference and other materials that are of vital importance to the rural teacher and children in their daily work.
10. Rural extension activities suggested in connection with those of training teacher. The training teacher will need to exercise judgment in the choice, organization, and execution of social and extension activities. This work must not be overdone, nor must it be neglected. Activities must be kept simple and should not require too much time. If they are to serve their purpose in developing initiative and executive power in students, the training teacher must avoid giving too detailed directions but should supervise and stand ready to give helpful suggestions when the need arises. Unless care is exercised, some students will assert too much leadership and others too little.

Relation to Other Teachers

The success of the course depends to a very great extent upon the ability to secure the co-operation of all who are in any way actively associated with the department:

1. Principal. While the normal training teacher is nominally the head of the department, the high school principal as executive head of the school is responsible for all questions of policy and administration concerning this department the same as of other departments in his school system. The training teacher should at all times consult and advise with the principal regarding policies, plans and activities of the department.
2. Other High School Teachers. All high school teachers in any way responsible for the instruction of the normal training students should be thoroly familiar with the ideals, aims and requirements of the department. They should contribute in every possible way to upholding the standards set up for each year's work. They should be informed by the principal regarding the scholarship requirements of students taking the course.

3. Elementary Grade Teachers. Since the students must spend considerable time in observation of principles and methods of teaching in the elementary grades, the training teacher must recognize the fact that the grade teachers are an important factor in the training of these young people. Every opportunity should be used to acquaint the grade teachers with the aims, policies and requirements of the work, and to enlist their personal interest in contributing their best efforts to making this part of the training program a success.

4. Teachers of the Rural Practice Schools. Other things being equal it is particularly desirable that the teachers of the rural schools in which the seniors are to do their observation and practice teaching shall be graduates of the department. Having an appreciation of the value of the practice teaching program in addition to a sympathetic understanding of the problems of the student teachers, these teachers are likely to be eager to co-operate in planning and carrying out the rural practice program.

5. County Superintendent. It will be greatly to the advantage of the department if the training teacher can enlist the interest and secure the co-operation of the county superintendent in the various relations that must of necessity prevail with that office. The county superintendent can be of direct assistance in taking the training teacher and the students to visit rural schools, in helping select schools for rural observation and practice, in indicating rural teaching that needs strengthening, and in familiarizing students and teachers with conditions in the county. The training teacher should reciprocate in turn as indicated under the suggested extension activities.

CURRICULUM

GENERAL SUGGESTIONS

Teaching Methods Employed in Normal Training Classes

The methods employed in teaching training school students should be of the same type as those the seniors are expected to use in their practice teaching and subsequently in their rural school teaching. It should be easily possible for the students to recognize in their regular class work applications of the principles of psychology and of teaching and method, and other phases of their study in theory and practice of teaching children. The principle of influence of example is too well known to require further comment. The socialized form of class room instruction, the study of information subjects by means of problems, supervised study, assignment lessons and other desirable phases of instruction should be manifest in the training school classes.

Directed Observation

Unless the work in observation is carefully directed and closely linked with the work in psychology and principles and methods of teaching, this phase of the training school work will be of little value. If students are directed to look for one or more definite points when observing children at work this part of their course becomes the connecting link between theory and practice and contributes vitally in preparing them for intelligent teaching activities. They may be directed to look for specific instances of the psychological phases under discussion; such as, habit formation; illustration of the types of learning, the laws of learning, adaptation of teaching to different types of learning mind; interest of the child or lack of it in relation to his effort in any particular activity in which he may be engaged; part the teacher plays in class procedure, the part of subject matter and of the textbook; instances of child's securing desirable outcomes in skills, knowledge, attitudes, ideals and appreciations; and such

types of lessons as, drill lesson, development lesson, recitation lesson, assignment lesson, study lesson, appreciation lesson, and project lesson. This list of possible observation activities is merely suggestive. All principles and technique of teaching considered should be included here. This type of definitely directed observation following discussion should occur thruout the eight grades, and should be definitely checked up. The work in methods in connection with the various subjects should be similarly linked with directed observation thruout the year.

The preceding suggestions apply to the work in observation for both juniors and seniors in connection with all courses involving professional study. Early in the course of rural school management after considerable attention has been given to the study of desirable physical school environment, the juniors should have an opportunity to visit a rural school. For this first visit their observation should be directed to studying in considerable detail physical conditions that prevail in regard to playground, playground equipment, outbuildings, heating, lighting, ventilation, cleanliness of building, seats, drinking water, hot lunch equipment, library books, pictures, blackboard space, schoolroom decoration. In order that the maximum value may accrue from such observation it is essential that several class periods be given over to discussion regarding the findings. Such discussion should be based upon the students' previous study of standards and of the prevailing conditions found:

Send to the Department of Public Instruction for copies of *Standard or Superior School Rating Card for Montana Rural Schools* to use in this connection.

1. What are the accepted standards in regard to each physical point in question?
2. What are the actual findings?
3. Evaluate the findings.
4. What defects should be corrected? How? By whom?
5. Does the school measure up to Montana rural school standard? What effort might the teacher make to bring the school up to standard?

Later in connection with the study of rural school management the juniors should make a second visit to a rural school. This second observation should concern itself with such problems of organization, management and method, as, daily program, combination and alternation of classes, proper seating of children; supervised play, evidence of definite health program, educative seat work; evidence of lesson planning, types of assignment, types of teaching, socialized recitation, motivation of lessons, self activity of children and other activities that have received consideration in class discussions.

Lesson Planning

In order that writing lesson plans may function properly in the training of teachers, it is essential to bear in mind the following suggestions:

1. The student must realize that this is merely a means of clarifying his own thinking so that he may formulate definite teaching objectives and plan possible teaching procedures previous to going before the class.
2. A student should not be required to write the same type of lesson plan after it has become a matter of routine.

3. There should be a definite progression in the type of plan required. A definite gradation in lesson plans should correlate with the gradation of practice teaching. When drill is receiving chief emphasis in teaching, this phase should also be stressed in the plan. If careful lesson assignment is the special outcome desired, then the lesson plan should concern itself chiefly with that phase. When an appreciation lesson in reading is taught, the plan will concern itself with the proposed means of arousing appreciation. As soon as the student gives evidence of carefully thinking through his plan of work, complete plans should no longer be required. Outline plans indicating the proposed scope, content and organization will then be sufficient.

Lesson planning should be introduced in connection with observation of class procedure during the junior year. Following a simple form of plan previously formulated by the class, the student may write the plan of a lesson as observed. Such a plan should then be submitted for approval and suggestions to the teacher who gave the demonstration lesson. Later the student may write a plan for teaching a type lesson and may actually teach the lesson to the members of his class. If such means are employed, the student will early become imbued with the idea of the necessity for having definite objectives and organization in class instruction.

Practice Teaching

The practice school

Plans for the requisite number of rural practice schools should be made with the trustees early in the year. It is desirable, if possible, that each school so selected be one employing a graduate from the training department for the reasons previously suggested.

In several counties schools without a teacher have been taken over for practice schools, a moderate salary being paid which has been used to defray the living and transportation expenses of the normal training teacher and class during the practice period. Since not more than six student teachers (four are preferable) can be conveniently and profitably employed in one school, the number of practice schools necessary will depend upon the number of senior students in the department requiring such practice. These schools will then furnish rural observation for the training school throughout the year as well as opportunities for practice teaching during the last nine weeks of the school year.

Preparation for practice teaching

Previous to their practice teaching period, the students should grow as familiar with the work of the practice school as is possible without actually conducting class work. They should become thoroughly familiar with the school program, school enrollment, class enrollments, class achievements, progress of study and rating of children. A conference should be arranged with the teacher of the practice school one or two weeks in advance of the practice period. The first practice assignments should be planned, lessons planned and carefully prepared, reference and illustrative materials selected and necessary seat work prepared before going out to teach.

Practice assignments

The practice assignment must be long enough to enable the student teacher (1) to achieve some degree of skill and ease in teaching a particular study, and (2) to perceive results from teaching a particular group of children. As this achievement is impossible in less than three weeks, the *minimum* time for a practice assignment should be three

weeks. With less than six student teachers in one school it should be possible to offer a longer assignment than this minimum. Increasing the length of the practice assignments will of necessity decrease the number of assignments for each student, but will not decrease the total amount of practice teaching.

Each student should be required to teach at least one assignment in each of the divisions indicated in the following subjects:

Reading:	Beginners;	D or E;	A, B, or C.
Language:	Beginners;	D or E;	A, B, or C.
Arithmetic:	Beginners;	D or E;	A, B, or C.

Geography:	Elementary;	Advanced.
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Physiology	} Since methods of teaching these three information subjects are similar, at least one assignment in one of these three subjects should be given.
Civics	
History	

Spelling: one assignment.

Penmanship: one assignment.

The remainder of the practice program for each student will need to be so planned as best suits the program of the practice school in question.

Care of Juniors during Practice Period

Early in the school year arrangements should be made for teaching the junior classes in Agriculture and Nature Study, Physiology, Spelling and Penmanship during the practice period. Frequently there is on the high school faculty a teacher having had rural or grade experience who can handle those classes effectively. The training teacher should confer with the instructor appointed for that period and should indicate the objectives and the content of the courses in question. It might be desirable for the training teacher to help prepare a brief outline of the work and to indicate the methods to be considered.

Planning Educative Seat Work

The seat work activities for primary children form a vital part of the teaching program for these grades. The training student should become thoroly conversant with the purpose of seat work, how to judge of the educational value of specific seat work activities and how to plan seat work that is of value and should be given an aversion to aimless seat work. Silent reading should play a prominent part in the seat work of the first three grades. The students should plan and prepare seat work based upon specific pages of the basal and supplementary primers and readers for these early grades. Stone's Silent and Oral Reading, Reading in the Saint Cloud Public Schools, and the Eighteenth Year Book, Part II, are particularly valuable references in planning exercises involving silent reading. Each student may choose to become responsible for planning exercises based upon a certain basal reader or upon the reading vocabulary of specific pages. If an exchange of materials is made, each student will have a valuable collection of worth while seat work. Testing exercises of the type approved by present day practice, too, should be planned by the students. The references previously mentioned and also the state course of study for rural schools contain discussions and exercises of this character.

Training School Organizations

The professional value of organizing a Normal Training League composed of all the students enrolled in the training department has been indicated under Responsibility for Developing a Spirit of Professionalism in the section entitled Teachers of Training Departments. Unless considerable opportunity has been provided for parliamentary practice during the training period, the young teacher is loath to launch an organization program in the rural schools. It would be very much worth while to have the students perfect in the training period on organization of such a character as may be profitably formed in the rural schools. See the civics course of study for rural schools for suggestions on forming a Little Citizens' League.

A Book Club may be formed in either junior or senior years. Such a club may have its regular time of meeting during a class period in English or in the reading methods period. This period should be employed in discussions, readings, and reports of reading done in children's literature, pedagogical fiction, and other library reading material. Details of organization and parliamentary procedure should be carried out with such dispatch that a minimum amount of time will be required for this part of the work. A club of this character will give the students an opportunity to become habituated in parliamentary practice and will in addition be a practical application of the principle of motivating school work. A "Clean-Up Squad" to care for the details of hygiene of the normal training room might be organized. For details see General Suggestions in the course of study in hygiene.

Organizing a Beginners' Class

The biggest problem confronting the inexperienced rural teacher at the opening of the school year is that of teaching the children entering school for the first time and keeping them profitably employed during the periods spent at their seats. To prepare the students for meeting this problem a beginners' class should be organized during the last semester of the senior year. Some of the training teachers in Montana prefer to organize such a class for the first nine weeks of the second semester, thus giving the students their introduction to teaching previous to entering upon the rural practice period. Others choose to defer organizing such a class until the last nine weeks so that the students may obtain their practice in beginning work under the same rural school conditions as they will meet in September of the following year. Both plans have commendable features. The teaching and the seat work during these nine weeks should be of the same character as that which is regularly covered in the first nine weeks of the school year.

Program of Course of Study

The subjects in italics in the ninth and tenth years are required by law and may be taken later, if a student fails to take them at the time recommended. All the subjects shown in eleventh and twelfth years of work are required. These years are so crowded it is exceedingly desirable that the two subjects in italics in the ninth and tenth years should be covered during those years. General Science, General History, Physical Education and Music are not requirements of the first two years but are recommended. Of course, English is required in these years in all schools.

Ninth Year

First Semester

English
Home Economics
 General Science
 Algebra or Elective
 Physical Education (One period
 per week thruout year or
 equivalent time)

Second Semester

English
Home Economics
 General Science
 Algebra or Elective
 Physical Education (One period
 per week thruout year or
 equivalent time)

Tenth Year

First Semester

English
 *General History

Two electives { Com. Arith
 Biology
 Geometry
*Manual Training & Industrial
 Arts* (One period per week
 thruout year or equivalent
 time)

Second Semester

English
 *General History

Two electives { Com. Geog.
 Biology
 Geometry
*Manual Training & Industrial
 Arts* (One period per week
 thruout year or equivalent
 time)

Eleventh Year

First Semester

English
 Rural School Management
 Review of Common Branches
 with methods and Observation
 Arithmetic 18 wks.

**U. S. History and Civics with
 observation
 Music (At least one period per
 week. Rote songs if nothing
 more can be offered.)

Second Semester

English
 Agriculture and Nature Study
 Review of common branches
 with Methods and Observation
 Geography 9 wks.
 Physiology 5 wks.
 Spelling 4 wks. $\frac{1}{2}$ period
 Penmanship 4 wks. $\frac{1}{2}$ period
 U. S. History and Civics with
 observation
 Music (At least one period per
 week. Rote songs if nothing
 more can be offered.)

Twelfth Year

First Semester

English

Ed. Psychology (child study)

**Sociology

†Primary Reading and Language
 and Children's Literature

Second Semester

$\frac{1}{2}$ Semester Language and Gram-
 mar with Methods of teaching
 English in Grades.

$\frac{1}{2}$ Semester Ed. Psychology
 (Principles of teaching)

$\frac{1}{2}$ Semester Sociology or Eco-
 nomics

$\frac{1}{2}$ Semester Reading with Obser-
 vation

$\frac{1}{2}$ Semester Practice Teaching in
 rural school last 9 weeks.
 (Carries 1 full credit)

*General History course should include Ancient, Mediaeval and Modern
 History.

**History and Civics, also Sociology or Economics courses may be taken
 with the regular classes in those subjects. If Problems in Dem-
 ocracy is given instead of Sociology or Economics, that course
 will be accepted. One period a week given to current events
 should be a part of one of these courses.

†It is important that Primary Reading be taken the first nine weeks
 of the year so that students may have an opportunity to observe
 beginners in reading.

DETAIL OF COURSES

RURAL SCHOOL ORGANIZATION AND MANAGEMENT

Half year. Junior year. Normal training teacher

Introductory study of teaching as a profession

Demands, compensations, types of positions, necessary training, certification. Agencies for preparation of rural teachers, Montana system of high school training departments, history of departments. For history see *Rural Teacher Training Courses in Montana High Schools*, in 1924, *Biennial Report of State Superintendent of Public Instruction*. Relation of teacher to county superintendent and other supervisors, to community, to other teachers. Personal qualities of the teacher. Professional ethics.

Schoolroom organization

First day of school, organization of classes based on Montana plan of alternation and combination, daily program with seat work indicated, registers, reports, attendance. Special day programs based upon regular class work, opening exercises.

Physical aspects of the country school

Building, grounds, fences, outbuildings, playground and schoolroom equipment. Heating, lighting, ventilation, care of schoolroom, drinking water, toilet facilities. Teacher's responsibility for health of children, health habits, cleanliness, exercise, hot lunch, seating, posture. Beautifying schoolroom and grounds.

School finances

Valuations, levies, budgets, bonding, county and state apportionments, state and county unit, special levies.

Miscellaneous

Standardization of schools. Parent-teachers' associations, boys' and girls' clubs. Libraries, state law, selection, care. School offices, school elections, application for position, teachers' contracts.

Schoolroom method

The study of methods in the junior year necessitates including in this course also, a brief introductory study of schoolroom practice; such as, motivation of lessons; questioning, testing and stimulating, fact and thought, good and bad; a simple classification of the types of teaching; educative seat work; socialized recitation; projects, individual and group; problem method and other topics of similar basic importance.

Text:

Wilkinson, *Rural School Management*.

Betts, *Classroom Method and Management*.

References: See Library List at end of this bulletin.

RURAL SOCIOLOGY.

Senior year.

The following topics are to be included in the course in sociology, economics, or problems in democracy which students may take with regular high school classes. Distribution of agricultural areas of United States. Community life, historical development of American community life, differentiation into city, small town and rural communities. Phases of our rural life problems today, social, educational,

health (mental, moral and physical), economic (marketing, transportation, labor, international relations). Important factors in solution of problems, home, church, school, organizations (social, educational, and economic), roads, legislation. Local government. Comparative study of school taxes in urban and rural districts in Montana. County unit system of administration of schools. Country life movement. Country school as community center. Part of rural teacher in community life. County libraries in Montana.

Text:

Gillette, *Constructive Rural Sociology*.

References: See Library List at end of this bulletin.

EDUCATIONAL PSYCHOLOGY.

Twenty-seven weeks. Senior year. Normal training teacher

Child study

Meaning of education, aims of education, function of the school. *Behavior*, fundamental instincts, impulses, and capacities, their value and use; feelings, emotions, attitudes, sentiments. *Nervous mechanism of child*, learning as the formation of bonds, the stimulus—response unit. *Types of learning* (motor, mental), laws of learning with special emphasis upon those of readiness, exercise, and effect. Perception, imagination, attention, interest, will, reasoning, thinking. Association in human learning, varieties of learning, improvement, curve of learning, forgetting, economy in learning, remembering, habit formation. Transfer of training. Individual differences, grading students, psychological tests. Characteristics of child at different ages, heredity, environment, gifted children.

Methods

Methods of instruction based upon self-activity of child. Types of teaching exercises: according to Strayer, reasoning, appreciation, skill and habit formation; according to Stevenson, questions (detailed, memory, topical, thought), topics, problems, drills (including tests, reviews), applications, and projects; Earhart, telling exercises (lecture method), object lesson, inductive and deductive, appreciation, skill and habit-forming (involving drill), study, assignment, recitation, review, socialized; according to Kilpatrick, constructive (manipulation), appreciative, intellectual (reasoning), skill and habit-forming (drill). Observation and application in connection with study of all characteristics, principles, activities and exercises. Measurements in education. Lesson planning. Evolution of modern education in point of subject matter and methods. Outstanding early European leaders in education: Rousseau, Pestalozzi, Froebel, Herbart. American leaders: Horace Mann, Henry Barnard, Francis Parker, William T. Harris, John Dewey.

Text:

Betts, *The Mind and Its Education*.

LaRue, *Psychology for Teachers*.

Strong, *Introductory Psychology for Teachers*.

References: See Library List at end of this bulletin.

Observation

Observation of classroom work and of children must accompany every step in the study of principles of classroom organization and management; characteristics of children, individual differences; fundamental behavior; types of learning, laws of learning, association in learning, economy, remembering, habit formation; measurement in

teaching, informal and standard; types of teaching exercises, special teaching exercises in the common school branches; lesson planning; questioning; assignment of lessons; supervised study; socialized recitation; motivation, purposeful activities of children (child purposing, teacher purposing); correlation of subjects.

References: See Library List at end of this bulletin.

COMMON SCHOOL BRANCHES

Junior year. Entire year

Intensive study of the aims, content, and desirable outcomes in reading, language and grammar, spelling, arithmetic, geography, agriculture and nature study, American history and civics, hygiene and physiology, and penmanship, as indicated in the *State Course of Study for Rural Schools of Montana*; thoro mastery of the content, types of teaching exercises best adapted to each subject; best current methods in each subject; methods, activities, and exercises suggested in the course of study; basal and supplementary texts; best references for the pupils and for the teacher; equipment and materials necessary; supplementary and free materials; familiarity with the work for each grade; informal and standard tests in each subject; alternation and combination for classes in each; seat work activities, lesson assignments, lesson plans; observation; correlation of subjects.

Text: *State Course of Study for Rural Schools of Montana*.

Basal and supplementary texts for the grades.

References: See Library List at end of this bulletin.

PHYSICAL EDUCATION

The study in hygiene course should result in thoro familiarity with the school health program outlined jointly in General Suggestions of the hygiene course and in the physical education course of the *State Course of Study for City Elementary Schools*. Health habits to form, in school, out of school, daily inspection, health projects, and other activities. Teacher's responsibility for health of school children, common defects, infectious and contagious diseases, state regulations regarding exclusion from school. Value of play in physical education. Daily recess, relaxation, and rest periods. Activities: playful or recreational, games, stunts, rhythmical, athletics, festivals and pageants, inter school contests, formalized or invented exercises for posture training, corrective and relief purposes. Training students' health activities; forming health league or clean-up squad in department, assisting grade teachers in health inspection and supervising playground work of city grades, senior practice teachers take entire charge of health work and playground activities in rural practice school.

Text:

State Course of Study for City Elementary Schools of Montana, or reprint therefrom of courses in physical education and hygiene prepared for use in rural schools.

References:

See also Library List at end of this course and references in physical education and hygiene courses.

MUSIC

If possible, one, two, and three-part singing by note. At least rote songs of primary, intermediate and upper grade interest. Nature, patriotic, and community songs. Appreciation lessons in connection with Victrola or similar instrument; available records of world's best

music in songs, single instrument, band, or orchestra music. Familiarity with noted composers, singers, players, and band leaders.

References:

See course in Music, *State Course of Study for City Elementary Schools of Montana* and Library List at end of this bulletin.

FINE AND INDUSTRIAL ARTS

Study of pictures in connection with language work. Greek and Roman art, column, statue, frieze. American art and artists. Montana artists, Paxon, Russell (the cowboy artist), DeCamp, Clark (Indian woodcarver of Glacier Park). Application of pencil drawings of nature study subjects, pen and ink sketches, water color and crayola work in making calendars, booklet covers and posters, illustrating work in language and other subjects, following directions of construction exercises in silent reading. Paper cutting and construction in connection with above projects. Construction of doll house in connection with study of shelter involving making of simple looms, weaving rugs, study of rug designs; designing wall paper and linoleum; making furniture, curtains and bed linen. Study of clothing in connection with topic of sheep raising in Montana, involving tests of textile fibers; spinning wool by hand for doll rug, dyeing wool; dressing dolls, illustrating life and customs of Indians, Chinese, Japanese, Arabian, Esquimos and other peoples under consideration in geography or language; preparing a bit of sheepskin or cowhide for making a fur cap or coat to be used in dressing Esquimo doll; making a small piece of parchment from a piece of sheepskin.

In connection with history, study of transportation involving drawings or collection of pictures of means of transportation from primitive to present times; clay modelling of dishes in study of utensils; construction of primitive tools; sandtable scenes of historical events and customs. In connection with agriculture, making cold frame, seed corn tester, chicken house, egg tester.

Text:

State Course of Study for Rural Schools of Montana.

State Course of Study for City Elementary Schools of Montana.

References: See Library List.

AGRICULTURE

Half year. Junior year.

Students should become very familiar with the *State Course of Study*, basal and supplementary texts. Home project work and how to manage the same in a rural school should be stressed. Necessary equipment; collection of a bulletin library and how to use it; nature study for the first six grades.

MANUAL TRAINING

One period per week. Sophomore year.

Use of few tools. Suggestive projects: repairing around school and home; simple schoolroom equipment: shelves, germinating box, bookcase, lockers for overshoes and dinner buckets, cooking cabinet, fireless cooker, fruit dryer, iceless refrigerator, sand table, gate, cement and board walk, bird house, playground apparatus, cold frame, trap nest, chicken coop, split log drag.

LIBRARY LIST.

Besides a professional library of at least fifty books, as required by law, every normal training department should have a full list of all the state basal texts and a large number of supplementary texts. The lists of bulletins given under each subject in the *State Course of Study* should be added and students trained in their use.

A minimum of fifty books should be chosen from the following list:

Review Subjects:

- State Course of Study for Rural Schools*, Missoulia Pub. Co., Missoula.
- Montana adopted basal and supplementary textbooks.
- Kendall and Mirick, *How to Teach the Fundamental Subjects*, Houghton, Mifflin Co., Boston.
- The Eighteenth Yearbook, Part II*, Public School Pub. Co., Bloomington, Ill.
- The Twentieth Yearbook, Part II*, Public School Pub. Co., Bloomington, Ill.
- Klapper, *Teaching Children to Read*, Appleton, New York City, N. Y.
- O'Brien, *Silent Reading*, Macmillan, San Francisco.
- Thorndike, *New Methods in Arithmetic*, Rand, McNally, Chicago.
- Tidyman, *The Teaching of Spelling*, World Book Co., Yonkers, N. Y.
- Rapeer, *How to Teach the Elementary School Subjects*, Scribners, Chicago.
- Andress, *The Teaching of Hygiene in the Grades*, Houghton, Mifflin Co., Boston.
- Wilson and Wilson, *Motivation of School Work*, Houghton, Mifflin Co., Boston.
- Branom, *The Teaching of Geography*, Ginn & Co., Chicago.
- Smith, *Teaching Geography by Problems*, Doubleday Page Co., Garden City, N. Y.
- Jenkins, *Reading in the Primary Grades*, Houghton, Mifflin Co., Boston.
- Stone, *Silent and Oral Reading*, Houghton, Mifflin Co., Boston.
- Terman, *The Hygiene of the School Child*, Houghton, Mifflin Co., Boston.
- Reading in the St. Cloud Public Schools*, Board of Education, St. Cloud, Minn.
- Leonard, *Essential Principles of Teaching Reading and Literature*, Lippincott, Chicago.
- Dansdill, *Health Training in the Schools*, National Tuberculosis Association, 370-7th Ave., New York City.
- Curry-Clippinger, *Children's Literature*, Rand, McNally Co., Chicago.
- Watkins, *How to Teach Silent Reading to Beginners*, Lippincott, Chicago.
- Stone, *The Teaching of Arithmetic*, Benj. H. Sanborn Co., Chicago.
- Wheat, *The Teaching of Reading*, Ginn & Co., Chicago.

Rural School Management:

- Wilkinson, *Rural School Management*, Silver, Burdett, Chicago.
- Betts, *Classroom Method and Management*, Bobbs, Merrill & Co., Indianapolis.
- Montana State Course of Study—Manual*.
- Bagley, *Classroom Management*, Macmillan Co., Chicago.
- Frazier Armentrout, *An Introduction to Education*, Scott Foresman, Chicago.
- Colgrove, *The Teacher and the School*, Scribners, Chicago.
- O'Shea, *Everyday Problems in Teaching*, Bobbs, Merrill & Co., Indianapolis.

- Woofter, *Teaching in the Rural Schools*, Houghton, Mifflin Co., Boston.
- Betts and Hall, *Better Rural Schools*, Bobbs, Merrill & Co., Indianapolis.
- Pittman, *Problems of the Rural Teacher*, Public School Pub. Co., Bloomington, Ill.
- Kirkpatrick, *The Rural School from Within*, Lippincott, Chicago.
- Barnes, *Rural School Management*, Macmillan Co., San Francisco, Calif.
- Sears, *Classroom Organization and Control*, Houghton, Mifflin Co., Boston.

Educational Methods:

- Strayer, *A Brief Course in the Teaching Process*, Macmillan Co., San Francisco.
- Earhart, *Types of Teaching*, Houghton, Mifflin Co., Boston.
- Parker, *General Methods of Teaching in Elementary Schools*, Ginn and Co., Chicago.
- Pittman, *Successful Rural School Teaching*, Public School Pub. Co., Bloomington, Ill.
- Dynes, *Socializing the Child*, Silver, Burdett & Co., Chicago.
- Freeland, *Modern Elementary School Practice*, Macmillan, San Francisco.
- Wilson and Wilson, *Motivation of School Work*, Houghton, Mifflin Co., Boston.
- Betts, *The Recitation*, Houghton, Mifflin Co., Boston.
- McMurtry, *How to Study*, Houghton, Mifflin & Co., Boston.
- Dewey, *Interest and Effort*, Houghton, Mifflin & Co., Boston.
- Dewey, *The Child and the Curriculum*, University of Chicago.
- Dewey, *Moral Principles in Education*, Houghton, Mifflin & Co., Boston.
- Strayer and Norsworthy, *How to Teach*, Macmillan & Co., San Francisco.
- Thorndike, *Education*, Macmillan & Co., San Francisco.
- Davis, *The Work of the Teacher*, Macmillan & Co., San Francisco.
- Davis, *The Technique of Teaching*, Macmillan & Co., San Francisco.
- Bonser, *The Elementary School Curriculum*, Macmillan & Co., San Francisco.
- LaRue, *The Child's Mind and the Common Branches*, Macmillan Co., San Francisco.
- Frasier & Armentrout, *An Introduction to Education*, Scott, Foresman Co., Chicago, Ill.
- Bagley and Keith, *An Introduction to Teaching*, Macmillan Co., San Francisco.
- Hahn, *Projects in Observation and Practice Teaching*, University Pub. Co., Chicago.
- Woody, *Problems in Elementary School Instruction*, Public School Pub. Co., Bloomington, Ill.
- Wilson, Kyte & Lull, *Modern Methods in Teaching*, Silver, Burdett & Co., Chicago, Ill.
- Irvin & Marks, *Fitting the School to the Child*, Macmillan Co., San Francisco.
- Collings, *An Experiment with a Project Curriculum*, Macmillan Co., San Francisco.
- Klapper, *Principles of Educational Practice*, Appleton, New York City.
- Parker, *Types of Elementary Teaching and Learning*, Ginn & Co., Chicago.

Primary Methods:

- State Course of Study in Arithmetic, Language, Reading.*
 Gesell, *The Normal Child and Primary Education* (last half), Ginn & Co., Chicago, Ill.
 Dynes, *Socializing the Child*, Silver, Burdett & Co., Chicago.
 Wells, *The Project Curriculum*, Lippincott, Chicago, Ill.
 Krackowizer, *Projects in the Primary Grades*, Appleton, N. Y. City, N. Y.
 Dobbs, *Primary Handwork*, Macmillan Co., San Francisco, Cal.
 Waldo & Harris, *First Journeys in Numberland*, Scott, Foresman & Co., Chicago, Ill.
 Thorndike, *New Methods in Arithmetic*, Rand, McNally & Co., Chicago.
 Dopp, *The Tree Dwellers*, Rand, McNally & Co., Chicago.
 Dopp, *The Early Cavemen*, Rand, McNally & Co., Chicago.
 Dopp, *The Later Cavemen*, Rand, McNally & Co., Chicago.
 Parker, *General Methods of Teaching in Elementary Schools*, Ginn & Co., Chicago, Ill.
 Wilson and Wilson, *Motivation of School Work*, Houghton, Mifflin Co., Boston.
 Stone, *How to Teach Primary Number*, Benj. H. Sanborn & Co., Chicago.
 Bonser & Mossman, *Industrial Arts for Elementary Grades*, Macmillan Co., San Francisco, Cal.

Psychology

- Bennett, *Psychology and Self-Development*, Ginn & Co., Chicago.
 Strong, *Introductory Psychology for Teachers*, Warwick & York, Baltimore, Md.
 Averill, *Psychology for Normal Schools*, Houghton, Mifflin Co., Boston.
 Colvin and Bagley, *Human Behavior*, Macmillan, San Francisco.
 Betts, *The Mind and Its Education*, Appleton, New York City.
 Dewey, *How We Think*, D. C. Heath & Co., Chicago.
 Strayer and Norsworthy, *How to Teach*, Macmillan, San Francisco.
 LaRue, *Psychology for Teachers*, American Book Co., Chicago.
 Kirkpatrick, *Fundamentals of Child Study*, Macmillan, San Francisco.
 Woodworth, *Psychology*, Henry Holt, New York.
 Starch, *Educational Psychology*, Macmillan Co., San Francisco.
 Norsworthy and Whitley, *Psychology of Childhood*, Macmillan Co., San Francisco.
 Freeman, *Psychology of the Common Branches*, Houghton, Mifflin Co., Boston.
 Waddle, *An Introduction to Child Psychology*, Houghton, Mifflin Co., Boston.
 Stratton, *Developing Mental Power*, Houghton, Mifflin Co., Boston.
 Freeman, *How Children Learn*, Houghton, Mifflin Co., Boston.
 Gates, *Psychology for Students of Education*, Macmillan Co., San Francisco.
 Whipple, *Problems in Educational Psychology*, Public School Pub. Co., Bloomington, Ill.
 Pyle, *The Psychology of Learning*, Warwick & York, Baltimore, Md.

History of American Education

- Caldwell-Courtis, *Then and Now in Education*, World Book Co., Yonkers, N. Y.
 Kandel, *Twenty-Five Years of American Education*, Macmillan Co., San Francisco.

Keith and Bagley, *The Nation and the Schools*, Macmillan Co., San Francisco.

Economics & Sociology

- Smith, *Industrial History*, Macmillan Co., San Francisco, Calif.
 Wells, *Industrial History of the United States*, Macmillan Co., San Francisco.
 Brim, *Rural Education*, Macmillan Co., San Francisco.
 Gillette, *Constructive Rural Sociology*.
 Burch and Patterson, *Problems of American Democracy*, Macmillan Co., San Francisco.
 National Child Labor Com., *Rural Child Welfare*, Macmillan Co., San Francisco.
 Bailey, *The Country Life Movement*, Macmillan Co., San Francisco.
 Butterfield, *The Country Church and the Rural Problem*, University of Chicago Press.
 Carney, *Country Life and the Country School*, Rowe, Peterson & Co., Chicago.
 Carver, *Organization of a Rural Community*, Ginn & Co., Chicago.
 Cubberley, *Rural Life and Education*, Houghton, Mifflin Co., Boston.
 Galpin, *Rural Life*, Century Co., New York.
 Herrick, *Rural Credits*, Appleton, New York.
 Hanifan, *The Community Center*, Silver, Burdett & Co., Chicago.
 McGarr, *The Rural Community*, Macmillan Co., San Francisco.
Montana Biennial Report for Schools.
 Ogden, *Rural Hygiene*, Macmillan Co., San Francisco.
 Plunkett, *Rural Life Problems in the United States*, Macmillan Co., San Francisco.
 Wilson, *Evolution of a Country Community*, Pilgrim Press, New York.
 Sims, *Rural Community, Ancient and Modern*, Scribner's, Chicago.

Tests and Measurements ----

- Monroe, *Measuring the Results of Teaching*, Houghton, Mifflin Co., Boston.
 Wilson & Hoke, *How to Measure*, Macmillan Co., San Francisco.
 Terman, *The Intelligence of School Children*, Houghton, Mifflin Co., Boston.
 Terman, *The Measurement of Intelligence*, Houghton, Mifflin Co., Boston.
 Trabue, *Measuring the Results in Education*, American Book Co., Chicago.
 Pressey, *Introduction to the Use of Standard Tests*, World Book Co., Yonkers, N. Y.

Observation

- Hahn, *Projects in Observation and Practice Teaching*.
 Brandt, *Practice Teaching in Country Training Schools*, *The Journal of Rural Education*, June 1923, pp. 454-463.
 Cook, *Introducing the Student to Practice Teaching*, *Educational Administration and Supervision*, May 1924, pp. 294-302.
 Roberts, *Observation and Practice*, *Educational Administration and Supervision*, May 1924, pp. 310-314.

Physical Education

- Dansdill, *Health Training in Schools*.
 Elson and Trilling, *Social Games and Group Dances*.
 Hofer, *Popular Folk Games and Dances*.
 Hofer, *Singing Games for Children*.
 Bancroft, *The Posture of School Children*.
 Bancroft, *Plays and Games*.
 Clark, *Physical Training for the Elementary School*.

Music

- Cook, *Every Day Song Book*, Cable Co., Chicago, Ill. 10c.
The 101 Best Songs, Cable Co., Chicago, Ill. 10c.
55 Songs and Choruses for Community Singing, C. C. Birchard & Co., Boston, Mass. 25c.
 Gaynor, *Songs of the Child World*, No. 1, John Church Co., Chicago, Ill.
 Riley & Gaynor, *Songs of the Child World*, No. 2, John Church Co., Chicago, Ill.
The Victrola in Rural Schools, Educational Department, Victor Talking Machine Co., Camden, New Jersey.

Industrial Arts

- Bonser and Mossman, *Industrial Arts for Elementary Schools*, Macmillan Co., San Francisco. This is the best reference available. For picture study and artists see references under Picture Study in language course of *State Course of Study for City Elementary Schools of Montana*, 1924.
 Woolman and McGowan, *Textiles*.
 Kissell, *Yarn and Clothing Study*.
 Kinne and Cooley, *Shelter and Clothing*.
 Snow and Froehlich, *A Hundred Things a Girl Can Make*.

Stories of Interest to Teachers

- Canfield, *Understood Betsy*, Holt, N. Y.
 Connor, *Glengarry School Days*, Revell.
 Eggleston, *The Hoosier Schoolmaster*, Grossett and Dunlap.
 Garland, *A Son of the Middle Border*, Macmillan, San Francisco.
 Johnson, *The Varmint*, Little, Brown.
 Martin, *Emmy Lou*, Grossett and Dunlap.
 Quick, *The Brown Mouse*, Bobbs-Merrill, Indianapolis.
 Smith, *The Evolution of Dodd*, Rand, McNally, Chicago.
 Tarkington, *The Penrod Stories: Gentle Julia*, Doubleday Page, New York; *Seventeen*, Harper, New York.
 Wray, *Jean Mitchell's School*, Public School Publishing Co., Bloomington, Ill.
 Yeoman, *Shackled Youth*, Atlantic Press, New York.

Teachers' Magazines

- Normal Instructor*, F. A. Owen & Co., Dansville, N. Y.
Journal of Rural Education, Teachers' College, Columbia University, N. Y.

EXHIBIT MATERIALS

- Asbestos*, H. W. Johns, Manville Co., Madison Ave. and 41st St., N. Y., or Michigan Ave. and 18th St., Chicago, Ill.
Cocoa, Hershey Chocolate Co., Hershey, Pa.; and Walter M. Lowney Co., 427 Commercial St., Boston.
Cocoanut, L. Schepp Co., Schepp Building, New York, N. Y. Cocoanut in its original state. Free.
Coffee, Hill Bros., 175 Fremont St., San Francisco. (Use school letter head when writing.)
Cork, Armstrong Cork Company, Pittsburgh, Pa. Exhibit showing virgin cork, cork bark, process of manufacture and finished products. \$2.00.
Corn Flakes, Kellogg Corn Flake Co., Battle Creek, Michigan.
Flour, Pillsbury Flour Mills Co., Minneapolis, Minn. (School must pay postage or express.) Washburn-Crosby Co., Minneapolis.
Glass, Corning Glass Works, Corning, N. Y. Exhibit of raw materials used in making of glassware and samples of finished products. Free.

- Illinois Glass Company, Alton, Ill. Exhibit showing raw materials used in making bottles and samples of finished products. Free.
- Graphite*, Joseph Dixon Crucible Co., Jersey City, N. J. Exhibit of raw materials and finished products. Free.
- Iron and Steel*, Illinois Steel Co., S. Chicago, Ill. (School must pay transportation.)
- Peanut Butter*, Beech Nut Packing Co., Canajoharie, N. Y.
- Pencil*, Eberhard Faber, 37 Greenpoint Ave., Brooklyn, N. Y.
- Pens*, Esterbrook Steel Pen Mfg. Co., Camden, N. J., and Spencerian Pen Co., 349 Broadway, N. Y.
- Rubber*, Eberhard Faber, 37 Greenpoint Ave., Brooklyn, N. Y., and L. E. Waterman Co., 191 Broadway, N. Y.
- Silk*, Cambridge Botanical Supply Co., Waverley, Mass. Life history of Silk Moth. \$3.50. The H. K. H. Silk Company, 120 East 16th St., New York, N. Y. Exhibit of process of manufacture of silk 65c.
- Soap*, Larkin Co., Buffalo, N. Y.
- Thread*, Dexter Yarn Company, Pawtucket, R. I. Exhibit of process of manufacture of cotton thread from the raw material to the finished product.

- Tires*, The General Tire & Rubber Co., Akron, Ohio. Samples of the several kinds of rubber as received from the plantation and sectional samples of finished cord tire and 6-inch tube. Free.
- Wool*, S. B. & B. W. Fleisher, 25th & Reed Streets, Philadelphia, Pa. Exhibit of processes involved in making of worsted yarn from unwashed wool to finished product. \$1.00.

EQUIPMENT

Besides a professional library there should be other equipment, in addition to that used in Manual Training, Agriculture and Household Arts. If possible, a room, or at least a corner of a room, should be fitted up to represent a model primary room with primary chairs, table, sand table, seat and handwork supplies, aquarium, primary library, bulletin board, primary toys of educative value, posters and other handwork made by students, window boxes, etc. Here students should receive training in how to make a room artistic, using material at hand—receptacles for flowers, winter decorations of grasses, kinnikinnick, rose hips, pine branches, etc.

